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| Reading Plans Week of September 26 | |
| *Unit 1 Identity and Life Stories*  *Objectives*   * *will practice analyzing the setting, characters, plot, and theme of a short story.* * *will use text markings to indicate setting, characters, and plot details.* * *will practice tracking story elements using a graphic organizer.* * *will identify rhyme in a poem* * *will practice finding repetition within a poem* * *will identify the theme of a poem* | * Essential Questions…Who are you? What makes you unique? * rBook Workshop 3 Identity Crisis (pages 56-73) * Journal Writing on personal identity * Modeling of story elements through narratives about personal identity *Invisible Boy* * Notes, Jeopardy, and Quiz (Friday) on Story Elements (character, setting, plot, and theme) * Repeated reading of two poems on identity * Homework will include vocabulary, story maps, and comprehension questions. |
| *READ 180 Instructional Model*   * *will practice procedures for rotations: small group, independent reading, and individualized computer software.* | * Book pass READ 180 paperbacks. * Quiz READ 180 software Tuesday * Independently complete reading log and QuickWrites for selected paperback or audiobook. |

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| Reading Plans Week of September 19 | |
| *Unit 1 Identity and Life Stories*  *Objectives*   * *will practice analyzing the setting, characters, plot, and theme of a short story.* * *will use text markings to indicate setting, characters, and plot details.* * *will practice tracking story elements using a graphic organizer.* * *will identify rhyme in a poem* * *will practice finding repetition within a poem* * *will identify the theme of a poem* | * Essential Questions…Who are you? What makes you unique? * rBook Workshop 3 Identity Crisis (pages 56-73) * Modeling of various fictional stories: *Invisible Boy* and *Louisa, Please Come Home.* * *Repeated reading of two poems on identity* * Homework will include vocabulary, story maps, and comprehension questions. |
| *READ 180 Instructional Model*   * *will practice procedures for rotations: small group, independent reading, and individualized computer software.* | * Book pass and book talks for READ 180 audiobooks and paperbacks. * Practice reading log with paperback book of choice. * Practice QuickWrites that support paperbacks and audiobooks |

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| Reading Plans Week of September 12 | |
| *Unit 1 Identity and Life Stories*  *Objectives*   * *will activate prior knowledge and build background about identity.* * *will practice analyzing the setting, characters, plot, and theme of a short story.* * *will use text markings to indicate setting, characters, and plot details.* * *will practice tracking story elements using a graphic organizer.* | * Essential Questions…Who are you? What makes you unique? * rBook Workshop 3 Identity Crisis * Modeling of various fictional stories: *Invisible Boy*, *The Widow’s Broom,* and *Louisa, Please Come Home.* * Homework will include vocabulary, story maps, and comprehension questions. |
| *READ 180 Instructional Model*   * *will practice procedures for rotations: small group, independent reading, and individualized computer software.* | * Correct procedures for READ 180 independent reading rotation, computer rotation, and small group rotation. * Book pass and book talks for READ 180 audiobooks and paperbacks. * Practice reading log with paperback book of choice. |

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| Reading Plans Week of September 5 | |
| *Unit 1 Identity and Life Stories*  *Objectives*   * *To be organized for class with the correct supplies* * *Organize notebooks for notes and journal writing* * *Share getting to know you* | * Getting to know you activities. * Exploration of Home page of reading wiki—getting to know Miss Christianson. |
| *READ 180 Instructional Model* | * Reading Inventory with SMART response. * Correct procedures for READ 180 independent reading rotation. * Book pass and book talks for READ 180 audiobooks and paperbacks. * Practice logging in and logging off classroom and library computers. * Exploration of audiobooks on reading wiki. * Practice reading log. * Spelling Assessment. |